**Lesson Plan Format**

**Teacher Candidate Ashley George Grade Level 5th Date of lesson December 12, 2011**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Standard:**

**5SS3: Students describe the cooperation and conflict that existed among**

**the American Indians and between the Indian nations and the new**

**settlers.**

Components:

5SS3.a: Evaluate the competition among the English, French, Spanish, Dutch,

and Indian nations for control of North America.

5SS3.b: Evaluate the cooperation that existed between the colonists and Indians

during the 1600s and 1700s.

Examples: agriculture, the fur trade, military alliances, treaties, and cultural

interchanges

**5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

Components:

5SS4.a: Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.

**Language Arts:**

**Standard:**

**5E2b: Applications (Different Types of Writing and Their Characteristics)**

**At Grade 5, students write narrative (story,) expository (informational,)**

**persuasive, and descriptive texts. Student writing demonstrates a**

**command of Standard English and the drafting, research, and**

**organizational strategies outlined in Standard 5E2a: Writing Processes**

**and Features. Writing demonstrates an awareness of the audience**

**(intended reader) and purpose for writing.**

5E2b.4: Use varied grade-level-appropriate word choices to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word

choices: use inquired or requested instead of asked.

5E2b.5: Compose grade-level-appropriate writings for different purposes (such as

information, persuasion, or description) and to a specific audience or person,

adjusting tone and style as necessary.

Example: Write a skit or an episode of

Unit Goal:

Students will be able to identify the reasons why the colonists came to the New World. They will be able to determine what set of Native Americans were in the area before the settlers arrived. Students will be able to provide information on one Native American and one colonist from their colony.

Skills:

Use technology to gather information

Knowledge:

Find facts about their specific colonists and Native American.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been researching their colonist and Native American that they have chosen. They have an understanding of who they were and what significance they had with colonization.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to take the information they have gathered and organize it into a binder.

Students will be able to identify the reasons why the settlers came to the New World.

Students will be able to determine one settler and one Native American in their assigned region of the colonies.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed on the letter that they write to someone back home explaining what life is like as well as the struggles from the perspective of either the colonists or Native American they are researching. They will also have to turn in their binder where their research is kept.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Letters from the time period

Paper

Pens

<http://www.scholastic.com/scholastic_thanksgiving/letters.htm>

3 ring binder

Dividers

Computer Lab

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

To initiate this lesson, I will show the students letters that were written from colonists to those back home. <http://www.scholastic.com/scholastic_thanksgiving/letters.htm> will be used to show an example of letters that were written (these are fictional letters but that used research to compose them).

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Mini lesson over what makes a good letter.

I will talk with the students and have them brainstorm the components of a good letter. We will do this using the white board so everyone can see. We must have a heading which includes the date. These dates should be dated back to the 1600s since we are in the role of a colonists or Native American. The letter must include a greeting or salutation; Dear Billy. The body is what comes next. I will ask the students how long they think their letter should be and what they are to include within their letter; what their life is like now as well as the struggles they are having within their colony ie. food, water, clothing, building, etc. A closing at the end of the letter; love, sincerely, yours truly. It needs to have a signature and this will be their colonists or Native American.

Mini lesson on how to organize their research:

Students will take out the 3 ring binder they have brought as well as their dividers. As a class we will put together our binders. I will have students list ideas for titles of what they want their tabs to be. These can be anything from colony region (New England, Southern, Middle), Native American name, Colonists name, Struggles, Home life, etc.) They will then go through their notes and put them with the corresponding tabs. This way when they go to start their PowerPoint they have titles for their slides based on their binders.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Students will share their binders with their table groups to make sure that everyone has their binders organized with their information. We will have a discussion about presentation day. I want the students to bring in some sort of artifact about their colony region or Native American. This can be something that they make at home such as a small teepee or a model of their colonists house, examples of clothing that they wore, or anything else they want to make. We will brainstorm as a class a list of ideas that they could do.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Cindy | Cindy has ADHD  She is on an IEP. | She will have the aide in the classroom sit by her to make sure that she is labeling her binder correctly and to help her organize her research. |
|  |  |  |
|  |  |  |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?